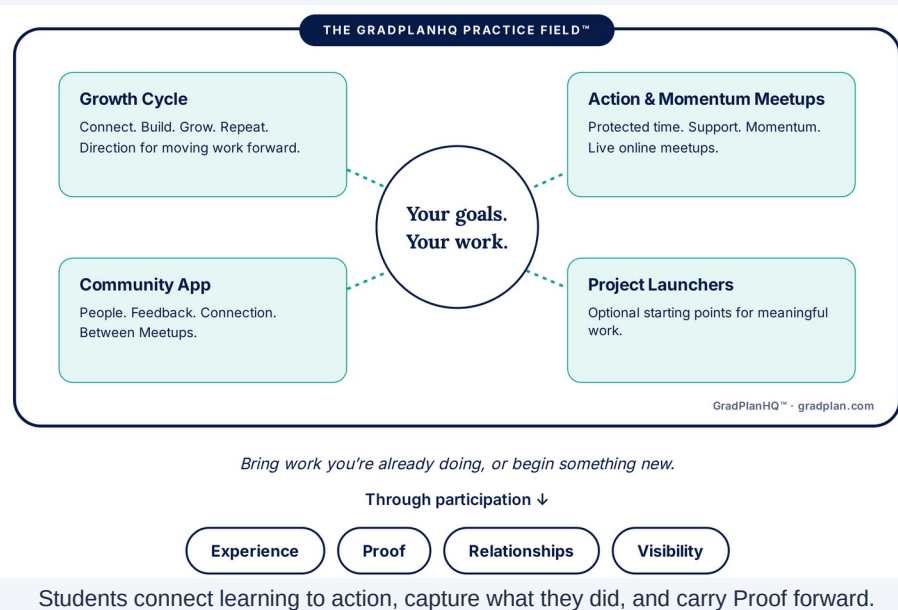


Help More Faculty Implement Applied Learning Without Building Everything From Scratch

The challenge isn't belief. It's implementation. Most institutions already have faculty expertise, community needs, and experiential-learning goals. But faculty often have to find partners, define projects, connect them to outcomes, coordinate the work, and document results on their own. That limits how many faculty take part. Students gain Proof tied to learning. Faculty gain an easier way to bring applied learning into the courses they already teach.



Three Jobs We Help You Do Better

Help more faculty participate

Starting points faculty can say yes to without building a program first.

Reduce implementation friction

Ready project structures, student planning tools, and a repeatable term.

Make learning easier to show

Students leave with artifacts and proof tied to learning outcomes.

Two Ways Faculty Can Begin

STUDENT-INITIATED

Framework Discovery → Project Brief → Faculty Approval

Students connect course concepts to projects, do most of the planning, and arrive with a printable proposal.

FACULTY-LED

Faculty Project Planner → Service-Learning Project Bank → Adapt to the Course

Faculty begin with course outcomes and use existing project structures.

The assignment ends. The proof doesn't.

Start With One Course

One faculty member. One course. One project. One planning conversation.

- ✓ No course redesign
- ✓ No campus-wide rollout
- ✓ No new program

Faculty keep approval, grading, expectations, and evaluation.

Start small. Expand what works.

Share With a Faculty Member

Faculty have their own page and one-pager:

gradplan.com/faculty

Start a conversation.

We'll help you find the right first course.

highered@gradplan.com

gradplan.com/teaching-learning